

STARS4SD

Fostering youth entrepreneurship
through Sustainable Development Goals

Train the Trainer



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Table of Contents

Introduction.....	2
What is the Guide about?.....	2
1. Planning & facilitation guidelines	3
Target Participants and Grouping of Participants.....	3
Choosing the Training Venue.....	3
Tips for teaching young adults	4
2. Session guide	5
Session 0: Opening Session	6
Session 1: Introduction to the Sustainable Development Goals.....	8
Session 2: Connecting SDGs with Business: the benefits of engaging	11
Session 3: The Green Business Plan.....	14
Session 4: The SDG Compass	16
Session 5: The SDG Action Manager.....	18
Session 6: SDGs related to society	20
Session 7: SDGs related to economy	23
Session 8: A social business idea	28
Session 9: Social economy and social enterprise in Europe	33
Session 10: Introduction to the Entrepreneurship Competence Framework.....	36
3. Ice breaking Activities	44
Activity: Colour combinations	44
Activity: Core values	45
Annexes	46
Annex 1: Pre- and Post-training Knowledge Survey	46
Annex 2: SDGs related to economy	48
Annex 3: A social business idea.....	50
Annex 4: Introduction to the Entrepreneurship Competence Framework.....	51

Introduction

What is the Guide about?

The Guide is geared toward people who are interested in organising and facilitating the STARS4SD workshop. It provides guidance on planning the workshop, facilitation techniques and step-by-step descriptions of the learning activities. The facilitators/coaches should be encouraged to adapt or use additional methods to tailor the workshop most creatively to the needs of their audience. It should be considered that every group and situation is different, so this guide cannot anticipate every problem that facilitators/coaches may encounter. It is recommended facilitators use this guide as a point of reference when utilising the STARS4SD curriculum. You can find the curriculum [here](#).

The Guide is organised into three main sections:

- **Section 1: Planning and Facilitating Guidelines** provides guidance on how to organise and effectively facilitate a STARS4SD workshop. Topics include target participants and grouping of participants, selection of training venue, room set-up, things to remember, and tips for the sessions.
- **Section 2: Session Guide** explains the sessions and activities in the STARS4SD training guide. It provides guidance and methods needed to conduct the learning sessions based on the principles of participatory learning. It gives details on the session objectives, preparation, materials, duration, and steps. Facilitators are welcome to adapt the suggested activities in the training guide to the context of the participants.
- **Section 3: Ice-breaking activities** contains detailed instructions on icebreakers that can help participants to relax and to create trust within the groups.

At the end of the Guide, you will find Annexes which include a pre- and post-training knowledge survey in order to assess the impact of the STARS4SD training on participants, as well as questionnaires to be printed and distributed as part of specific activities.

1. Planning & facilitation guidelines

Target Participants and Grouping of Participants

Target participants of the STARS4SD training are youth entrepreneurs and youth people interested in starting a business. It is recommended to have less than 30 participants per training. Having 20 to 30 participants per training will give each person a chance to speak and contribute his or her ideas to the group discussions. It will also create enough diversity to support the learning process. The grouping may be done randomly. However, if there are participants who face difficulties in reading and/or writing, group them with supportive people who can help them.

Group participation is most effective when there are five to seven participants at each table. If there are more than seven participants at a table, it is difficult for the group members to hear each other. In smaller groups, there is a risk of one person dominating the discussion. Furthermore, participants should be aware of the suggested duration of each session. Defining an appropriate schedule is crucial for the active involvement of the participants. Try to open and close each session in accordance with your agenda. It is important for the participants to be oriented to the objectives, content and methods of the workshop.

Choosing the Training Venue

The success of your training depends significantly on taking place in an environment that is comfortable, accessible, safe, and conducive to learning. Make sure that the training venue can really accommodate all participants. Meeting rooms should ideally be set up with round tables so that plenary sessions and small group work can be held in the same room. Before the conduction of the workshop, spend some time to check if the meeting room is properly arranged and equipped (e.g., adequate tables and chairs, optimal table arrangement, audiovisuals, flip charts, etc.).

Participants should sit in such a way that they can see and hear each other without restricting their view of the board, screen or flipcharts. Based on the size of your group and room, you can select a seating arrangement that works best. In a U-shaped style, with facilitators and easels at the open end, the participants can easily see, hear and interact with each other. However, the U-shape is not conducive for small group work. For smaller groups, more effective is the

Cabaret-style, in which several tables are spaced closely around the room, with the facilitators being at the front of the room.

Tips for teaching young adults

Adult learning is an instructional approach based on the understanding that adults learn in a different way than children or adolescents. Facilitators should acknowledge the following:

- **Young adults are self-directed:** They appreciate having some control over what they are learning. Therefore, it is best to have some degree of independence in the training process.
- **Young adults are goal-oriented:** They should be able to see how attending the training session will satisfy a need they have, such as their professional or personal growth.
- **Young adults have their own experiences and self-pride:** They can share what they know in a safe and respectful environment.
- **Young adults learn by doing:** They should participate actively in the learning process and practice new skills or test new knowledge. Encourage them not to fear mistakes, take the risk of an incorrect answer or try a new skill.
- **Young adults' learning must be relevant and practical:** They learn best when different methodologies and means are used in order to represent the training material and stimulate their intelligence.

The primary role of a facilitator is to make sure participants understand the tasks, follow the instructions and work productively. Some techniques that you can use to assist participants in accomplishing their objectives are:

- **Open-ended questions**, which stimulate responses
- **Examples from daily life**, to make the information given more specific and practical
- **Repetition and practice**, to help participants absorb the new information
- **Encouragement of the group's critical thinking**, for active participation to be achieved
- **Observation of the conversations**, to check that all members understand their tasks
- **Timekeeping**, to remind participants of the time they have before the activity ends
- **Summarizing**, to help participants reach a conclusion at the end of the activities
- **List for further reading and research**, to allow participants to further deepen into the topic on their own.

2. Session guide

The session guide lays out the entire STARS4SD learning activities of the curriculum. In particular, it is intended to support the facilitator practically by providing a detailed description of activities that can be performed in a group workshop. You may use the content of the curriculum as it is or adapt it as needed, and create your own presentations before starting the workshop. If less time is available for the workshop, you can use fewer activities or examples to illustrate the concepts covered within the curriculum.

The session guide contains the following:

- **Objectives:** A description of key results that the facilitator should strive to achieve for each session
- **Materials:** List of materials needed for the session and its related activities.
- **Duration:** The average estimated time required to complete a session
- **Steps:** A step-by-step description of how to facilitate the session

Session 0: Opening Session

Objectives

After completing this session, participants will have:

- Gotten to know each other and become comfortable working with each other
- Understood how the sessions and topics are structured
- Become acquainted with the learning process

Materials

- Projector (optional)
- Slide presentation (optional)
- Pens and/or pencils
- Flipchart and/or board
- Meta cards or similar materials
- Timer (cell phone or computer)
- Copies of the pre-training knowledge survey that you can find in Annex 1

Duration

- 45' minutes

Steps

1. Welcome everyone to the workshop
2. Introduce yourself and other facilitators (if any)

3. Ask participants to introduce themselves to the group. Some options are to:
 - Rotate around the table, one participant at a time;
 - Put participants into pairs and have partners introduce each other to the group; or
 - In the introductions, ask participants also to include something personal about themselves to create more rapport (e.g., ask them to tell the group something about themselves that they might not guess)
4. Explain the workshop objectives:

“This workshop was developed in order for youth entrepreneurs to learn about the basics of Sustainable Development Goals (SDGs) in relation to business and how they can meet the sustainability criteria in their businesses. By the end of this workshop, you will become better aware of the SDGs and their link to the business world, as well as of the impact that they have on society.”
5. Review the workshop agenda and ask for final questions about the workshop
6. Show the participant the materials that they will have at their disposal (pens, markers, papers, etc.)
7. Ask participants to complete the pre-training knowledge survey form. Assure participants that answers will be kept confidential. A sample pre-training knowledge survey form can be found in Annex 1
8. Select one of the suggested Icebreaker activities that you can find in Section 4. This is a good way to establish rapport among participants and set the collegial tone of the Workshop

Session 1: Introduction to the Sustainable Development Goals

Objectives

After completing this session, participants will have:

- Learnt the definition of sustainable development
- Gained knowledge on the UN 2030 Agenda and on the SDGs
- Understood the complexity and the multiple perspectives of sustainable development

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Cards or photos depicting the 17 SDGs

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides

- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities

Activity 1 (30 minutes)

- Read to the participants the Preamble of the Agenda 2030 on the site <https://sdgs.un.org/2030agenda> and point out that it identifies five thematic areas: People, Planet, Prosperity, Peace and Partnership – the 5 Ps of the SDGs (5 minutes)
- Show them the video on <https://www.youtube.com/watch?v=pgNLonYOc9s> (5 minutes)
- Divide participants into groups of 3
- Hand out to each team cards depicting the 17 SDGs and ask participants to divide them into 5 categories based on the 5Ps (10 minutes)
- Discuss altogether the suggested answers and the reason why each SDG belongs to the specific category (15 minutes)

The suggested answers are:

- ✓ People: SDGs 1,2,3,4 & 5
- ✓ Planet: SDGs 6,12,13,14 & 15
- ✓ Prosperity: SDGs 7, 8, 9,10 & 11
- ✓ Peace: SDG 16
- ✓ Partnership: SDG 17

Activity 2 (20 minutes)

a. Show to the participants the following video (5 minutes):

<https://www.youtube.com/watch?v=0XTBYMfZyrM>

b. Visit the link <https://dashboards.sdgindex.org/rankings> to show participants their country rankings regarding the SDGs and keep this window open

c. Ask questions and discuss with participants (15 minutes)

- Can you rank the SDGs according to their importance to you?
- How does the order change when you rank them according to their importance to your country?
- How does the order change again when you rank them according to the levels of urgency for the whole world?

Session 2: Connecting SDGs with Business: the benefits of engaging

Objectives

After completing this session, participants will have:

- Understood the role of businesses in sustainable development
- Identified the main reasons for businesses to address the SDGs
- Recognized the advantages for businesses to address SDGs

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Participants will need their mobile phones

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities

Activity 1 (20 minutes)

a. Show to the participants this video (5 minutes):

https://www.youtube.com/watch?v=FyGuTL_NP7E&t=92s

b. After its completion, ask questions and discuss with participants (15 minutes)

- In which way can the private sector advance the Sustainable Development Agenda?

Suggested answer: “The private sector plays a vital role in succeeding each one of the 17 SDGs. Its impact concerns employment, building critical infrastructures, such as roads, hospitals and schools, developing technology, fighting for gender equality, by employing women with equal terms and helping at resolving conflicts. The key to success is public and private partnerships”

- Why aligning the business to SDGs can reduce risks?

Suggested answer: “The Agenda 2030 is a very optimistic agenda and its fulfilment demands great sums of public and private investment. This is why it is important that businesses contribute to the SDGs. Besides the private sector has a lot of potential for helping succeed SDGs”

- How to boost the impact of business on the 2030 Agenda?

Suggested answer: “The key to success is public and private sector partnerships. At the same time, there is the Istanbul International center for the private sector in development aiming to develop mechanism to ensure the engagement of the public sector”.

Activity 2 (30 minutes)

- a. Ask participants to download the following app SDG Assessment (5 minutes):
https://play.google.com/store/apps/details?id=com.teamscopun.sdg&hl=en_US&gl=US
- b. Ask participants to enter the app, in order to benchmark and report their company performance in relation to the SDGs (10 minutes)
- c. Discuss with participants the performance of their business on SDGs based on the app (15 minutes):
 - What's the performance of your business on SDGs?
 - In which SDGs your business has the best performance?
 - In which SDG your business has the worst performance?
 - How do you intend to integrate this app into monitoring your business performance on SDGs?

Session 3: The Green Business Plan

Objectives

After completing this session, participants will have:

- been informed of what is a Green Business Plan
- understood the importance and benefits of adopting a green business plan
- have been given instructions on how to make their own Green Business Plan

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities.

Activity 1 (20 minutes)

a. Show to participants a video on how to create a business plan on https://www.youtube.com/watch?v=M_gs_8-ZFsk (10 minutes)

Suggested answer: “A Green business plan shows how a business can adopt measures to become environmentally friendly. Entrepreneurs all over the world are working to make their business greener”

b. Discuss with participants ways through which they can make their business green and what green elements they can include into your business plan (10 minutes).

Suggested answer: “For example, they can use environmentally friendly resources for the production of their product and for the operation of their business. Another idea is to produce a product or service that has positive environmental impact and replace a harmful for the environment product or service”.

Activity 2 (20 minutes)

a. Hand out to the participants the SWOT template, found on <https://www.wordstream.com/wp-content/uploads/2022/01/swot-analysis-template-blank-example.png>

b. Ask participants to identify the Strengths, Weaknesses and Opportunities and Threats of their green business, by filling the SWOT template (10 minutes).

c. Discuss with participants their answers (10 minutes).

Session 4: The SDG Compass

Objectives

After completing this session, participants will have:

- identified which SDGs are most relevant to their business
- learned to use the SDG Compass to apply the SDGs in their business
- gotten advice on how to set goals and priorities relating to the SDGs in their business

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities.

Activity 1 (30 minutes)

- a. Open the SDG Compass site [on www.sdgcompass.org](http://www.sdgcompass.org) and show it to participants (10 minutes).
- b. Ask participants to choose the SDGs that they wish to implement in their business.
- c. Divide participants in teams of 3-5 people, depending on the SDG they have chosen.
- d. Ask from the members of each team to write the barriers and challenges they see in adopting the SDGs in their business (10 minutes).
- e. Discuss with participants on what they answered (10 minutes).

Activity 2 (20 minutes)

- a. Hand out to the participants a setting goals template, found on: <https://www.peoplegoal.com/blog/smart-goals-template-word>
- b. Ask participants to fill out the template (10 minutes).
- c. Discuss with them how they can make their business goals relevant to the SDGs (10 minutes)

Session 5: The SDG Action Manager

Objectives

After completing this session, participants will have:

- gotten practical advice on how they can help their business become more sustainable
- become informed on how they can use the SDG Action Manager to implement the SDGs in their business
- been provided with examples of businesses that have adopted the SDGs in their business model

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Participants would need their mobile phones

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities.

Activity 1 (30 minutes)

a. Show participants how they can set up an account on the SDG Action Manager on [_](#) and ask them to set up themselves an account at the same time on <https://app.bimpactassessment.net/get-started/partner/ungc> (10 minutes)

b. Show participants the video on SDG Action Manager on <https://www.youtube.com/watch?v=QWK7ddgMuAE> (5 minutes)

c. Show participants the video on how Sprout Coffee is successfully using the SDG Action Manager to track their performance against the Sustainable Development Goals (SDGs) on <https://www.youtube.com/watch?v=0mfJzmy1ebQ> (5 minutes)

d. After watching the two videos, discuss with participants (10 minutes).

- What are the benefits of using the SDG Action Manager?

Suggested answer: "The SDG Action Management is a tool developed to support business in integrating SDGs in their business model and in improving their performance on SDGs. It is very practical, since it shows to entrepreneurs which SDGs are relevant to their business, what is their current performance on SDGs and through which actions they can improve it. It provides businesses with tools to set goals and measure their progress and shows them a path that they can follow to move forward".

- How is your business implementing the SDGs? (If applicable)

Session 6: SDGs related to society

Objectives

After completing this session, participants will have:

- Learnt the meaning of quality education, gender equality and reduced inequalities.
- Identified practical ways with which businesses/organizations can contribute toward achieving SDGs 4, 5 and 10
- Been persuaded to achieve SDGs 4,5,10 through their businesses/organisations

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Participants will need their mobile phones

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides

- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities.

Activity 1 (20 minutes)

- Show to the participants this video (5 minutes): <https://youtu.be/nEHjxMXHe2E>
- After its completion, ask questions and discuss with participants (15 minutes)
 - How do you experience the situation in your country regarding equality in the business environment?
 - Case scenario: A mother of two children in preschool age is obliged to quit her job, because she didn't manage to find a free place in her neighbourhood kindergarten, and she has no one to look after the children. What do you think about that?

Suggested answer: "There is for example the possibility of businesses offering the choice to working parents to work from home or to create a kindergarten in the office building, where working parents can leave their children while working"

Activity 2 (15 minutes)

- Send to all the participants the link <https://take.quiz-maker.com/QT213WI5F> on their mobile phones
- Give participants time to do alone the quiz (5 minutes)
- Discuss their answers together (10 minutes)

You can access the results on the link <https://take.quiz-maker.com/S-Quiz-Results?qp=2461542x1470687c-93>

Remember to check that the link is working before sharing it!

Activity 3 (15 minutes)

a. Discuss with participants if and through what actions they intend to promote the SDGs 4,5,10 in their business (15 minutes). Ask them in particular:

- Did you find any of the practices described in the theoretical background interesting?
- How do you think you can integrate it into your business model?
- What obstacles you might encounter in your efforts to do so?

Session 7: SDGs related to economy

Objectives

After completing this session, participants will have:

- Learnt what is meant by decent work as well as sustainable consumption and production.
- Identified practical ways with which businesses/organisations can contribute towards achieving SDGs 8 and 12.
- Learned indicators for measuring the effects on SDGs 8 and 12
- Statement cards about sustainability for additional activity

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Cards (see Annex 2)
- Participants will need their mobile phones

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities.

Activity 1 (25 minutes)

a. Show to the participants the following video (10 minutes):

<https://www.youtube.com/watch?v=cpkRvc-sOKk>

b. After its completion, ask questions and discuss with participants (15 minutes):

- Can you find at least why measuring success (only) by the GDP is misleading?
- Suggested answer: “GDP is an economic indicator measuring total production of goods and services without making a distinction between goods and services with positive impact on people and the planet and between goods and services with negative impact”
- Can you come up with two big ideas that have transformational character?
- Suggested answer: “In the video, transformative solutions mentioned is stopping using plastic bags, replacing disposable products with reusable products and sharing”
- Please give your thoughts on this sentence: “The right thing needs to become the easiest!”

Suggested answer: “This phrase can mean that businesses have to dedicate efforts to find ideas and ways that can facilitate the production of products and services that are good for the people and the planet. These products and services, which are the “right thing” should become affordable and accessible to all, so as to dominate the market. In other words, their use should be the easiest and the first option.”

Activity 2 (15 minutes)

a. Discuss with participants if and through what actions they intend to promote the SDGs 8 and 12 in their business (15 minutes). Ask them in particular:

- Did you find any of the practices described in the theoretical background interesting?
- How do you think you can integrate it into your business model?
- What obstacles you might encounter in your efforts to do so?

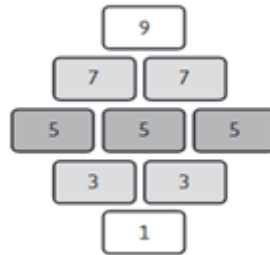
Additional Activity (35 minutes)

- a. Divide participants into teams of 3-5 people and place each team around a table (5 minutes).
- b. Hand out to each team 9 statement cards about sustainable consumption and waste.

Card 1	Reclaim
Card 2	Refuse (say no!)
Card 3	Rethink
Card 4	Reduce
Card 5	Re-use
Card 6	Recharge
Card 7	Refill
Card 8	Repair
Card 9	Recycle

c. Is every word clear to all participants? If not, make sure all have the same basic understanding of the terms (5 minutes)

d. Ask each team to arrange the 9 cards in a diamond pattern, with the most important on top and the least important at the bottom in terms of the impact on climate change. Explain them that the positions of the cards can be shifted until the group agrees on the ranking (5 minutes).



- e. Give time for participants to come to an agreement and go from team to team to note down important elements of the group discussion to share it later with all the participants (10 minutes)
- f. When all teams come to a final arrangement, share each team's final arrangement with all the participants (5 minutes).
- g. Discuss with participants and ask them to justify their ranking (10 minutes).

A suggested order is the following:

1. Reclaim: Firstly, you have to reclaim your rights and become willing to change the status quo which is not sustainable and equal.
2. Refuse (say no!): Secondly, you have to refuse the status quo to adopt a new better one.
3. Rethink: Thirdly, you have to find new and better ideas to replace the status quo.
4. Reduce: Reducing consumption is more important than consuming with no measure and recycling.
5. Re-use: Re-use, recharge and refill is of the same importance, since they help reduce consumption and waste.
6. Recharge
7. Refill
8. Repair: Repair is as important as re-use, recharge, and refill, but is less appealing because the good has been damaged.
9. Recycle: Recycle is important, but more important is to reduce waste, since not all goods can be recycled.

Session 8: A social business idea

Objectives

After completing this session, participants will have:

- Learnt the definition of a social enterprise
- Identified how social enterprises differ from other businesses
- Connected social entrepreneurship with SDGs

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Questionnaires (see Annex 3)
- Participants will need their mobile phones

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (45 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities

Activity 1 (20 minutes)

- a. Show to the participants the video [Social Enterprise 101](#) (5 minutes)
- b. After watching the videos, ask questions and discuss with participants (15 minutes)
 - o What is social entrepreneurship?

Suggested answer: "Social entrepreneurship is a broader term compared to social enterprises. It refers to the intentions of an entrepreneur to adopt and integrate to its business model objectives and activities that have a positive social impact, without necessarily being the owner of a business that its legal form is that of a social enterprise".

- o What is a social enterprise?

Suggested answer: "A social enterprise is defined as a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners".

- o Who can start a social enterprise?

Suggested answer: "The simple answer is anyone, as long as it has the motivation to do so".

- o What needs are covered by social enterprises?

Suggested answer: "Social enterprises cover social needs that are inadequately covered by the state, as well as deal with cultural and environmental problems. Examples are addressing community problems, providing education and employment opportunities to vulnerable groups, producing goods in an environmentally sustainable way."

- o Apart from the examples mentioned in the video, give your own example of a social enterprise.

Suggested answer: “An example is starting a hair salon in which every haircut pays for the haircut of a person in need. Another example is opening a restaurant where unused food is distributed to people in need. Another example is opening a business helping people with disabilities enter the work market.”

- What transformative social change would you want to see in the world?

Activity 2 (15 minutes)

a. Ask the participants to give their own social enterprise solution to the following scenarios. Choose 3 or 4 scenarios and discuss them with participants (15 minutes)

- Young adults with autism spectrum disorder and other developmental disabilities often have difficulty finding jobs. It’s also common for them to lack the necessary skills for independent lifestyles.

Suggested answer: “Social enterprise idea: a social enterprise that will provide educational and training programs to people with autism spectrum disorder and other developmental disabilities, based on the market needs, and will help them find a job, by representing them and coming in contact with potential employers”

- Many low-income or homeless individuals face hurdles when applying for jobs. These groups may not have internet access for employment searches, transportation to interviews, or basic educational requirements.

Suggested answer: Social enterprise idea: a social enterprise that will provide educational and training programs to people with autism spectrum disorder and other developmental disabilities, based on the market needs, and will help them find a job, by representing them and coming in contact with potential employers”

- Food waste is a global issue, but richer countries waste much more than others. Grocery stores and distributors may throw away safe, edible food due to bad appearance, an approaching expiration day or product mislabelling.

Suggested answer: “Social enterprise idea: Create a food market that sells food to low-income communities at a discounted price. Discounted food is donated (or purchased very cheaply) from food suppliers and other supermarkets, who cannot sell the food themselves for a variety of reasons such as approaching expiry dates, bad appearance, and product mislabeling”.

- A large proportion of girls belonging to the vulnerable could not afford feminine hygiene products. Collect and distribute pads, tampons, and wipes to women in need. There are many affordable ways to get the necessary products.

Suggested answer: “Social enterprise idea: For each box of feminine hygiene product your business sell, one gift box is given to girls and women in need”.

- Online courses can help individuals learn new skills and strengthen their resumes. Unfortunately, traditional online college classes aren't an option for everyone. Lack of childcare and low income are two significant hurdles

Suggested answer: “Social enterprise idea: Create an online course platform, where for every course paid for, one will be given for free to people in need”.

Activity 3 (15 minutes)

- a. Hand out to participants a questionnaire about their personality and entrepreneurship traits.

Question	Answer		
	Yes	No	I'm not sure
Personality/Entrepreneurship Traits			
Do you want to get rich quick by any means?			
Are you passionate and driven?			
Are you cynical and pragmatist			
Have you had personal experience of a particular social challenge?			
Do you have relevant competences or working in a particular sector that can help getting the social business off the ground?			
Do you know what kind of data do you need to make informed decisions in regards to the legal, operational and contextual environment of your social business?			
Are you prepared to adapt and have you given thought as to which point it wouldn't be worth it from either a financial or social standpoint to continue?			

- b. Give participants time to fill the questionnaires (5 minutes).
- c. Discuss together their answers and ask them to elaborate more (10 minutes).

Session 9: Social economy and social enterprise in Europe

Objectives

After completing this session, participants will have:

- Learnt the legal forms of social enterprises in their country and in Europe
- Gotten informed on available support mechanisms in their country and in Europe
- Be better informed on the legal and technical framework regarding social enterprises

Materials

- Laptop
- Desktops/Laptops or tablets for the participants
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)

Duration

- 2 hours

Steps

1. Explain to the participants the objectives of this lesson

“In this lesson, we will follow a different structure of learning. There is no theoretical background to be presented and explained to you. Instead, you will take the role of the teacher and you will

have to do right now and on your own research to find firstly, the legal framework of social enterprises in your country and secondly, the available support mechanisms. After you have completed your research, you will present to us what you found, and we will discuss it together”.

Activity 1 (1 hour)

- a. Divide participants into teams of 3-5 people
- b. Give them time to search on their own the legal framework of social enterprises in their country (30 minutes).
- c. Ask each team to present what it found (10 minutes).
- d. Show to the participants the table with the suggested answers and discuss altogether about the legal framework of social enterprises in their country (30 minutes).
 - Were you aware of the legal framework of social enterprises?
 - If yes, how did you learn about it?
 - What do you think are the benefits of the legal form of social enterprise?

Suggested answer: “The benefits of the legal form of a social enterprise are: firstly, the law permits them to prioritize social good over profits and thus, you don’t have to worry about dissatisfied investors/shareholders. Secondly, there is flexibility regarding the source of revenues (you can sell goods and services directly to their beneficiaries, become suppliers of businesses, government, and foundations, operate as intermediaries, help link businesses with markets or even receive sponsorship. Thirdly, you can receive donations, investment, and loans in favourable *terms*. *Fourthly, you may also have some tax benefits.*”

- What do you think are the drawbacks of the legal form of social enterprise?

Suggested answer: “*The drawbacks of the legal form of a social enterprise: Firstly, social enterprises still have the same business principles just like other regular businesses and thus, they have to compete in the commercial market and face the same challenges and risks common to all businesses. Secondly, they are strict regulations and controls, and*

they are expected to generate one part of their revenues from trading activity. Thirdly, there is no financial profit from being the owner of a social enterprise, since all revenues must be reinvested in the business for the collective good, but this is, after all, the meaning of running a social enterprise”.

Activity 2 (1 hour)

- a. Divide participants into the same teams as before.
- b. Give them time to search for their own support mechanisms in their country and in Europe (30 minutes).
- c. Ask each team to present what it found (10 minutes).
- d. Show the participants the table with the suggested answers and discuss altogether the available support mechanisms (20 minutes).
 - Were you aware of any support mechanisms before today?
 - If yes, how did you learn about them?
 - Have you used the support of any of these support mechanisms?
 - Do you think there are enough support mechanisms (public or private) in your country?
 - Do you think the support offered by these mechanisms is adequate and efficient?

Session 10: Introduction to the Entrepreneurship Competence Framework

Objectives

After completing this session, participants will have:

- Learnt what the Entrepreneurship Competence Framework is
- Identified which are the most important entrepreneurial competencies
- Recognised which entrepreneurship competences they need to develop more

Materials

- Laptop
- Projector
- Slide presentation (optional)
- Internet connection
- Writing material (pens/pencils, writings sheets)
- Questionnaires (see Annex 4)

Duration

- 1,5 hours

Steps

1. Present and explain to the participants the theoretical background (30 minutes). Some options are to:

- Present it using PowerPoint slides
- Distribute it in hardcopies to the participants and read it together

2. After presenting the theoretical background, check participants understanding through learning activities

Activity 1 (20 minutes)

a. Hand out to participants the following questionnaire about their entrepreneurship competences and give them some time to fill it on their own (10 minutes)

Definition of entrepreneurship (Give more than one definition)	Definition of entrepreneur (Give more than one definition)	Reasons/ Motivations (According to your personal experience and environment)	
<i>What does it mean for you?</i>	<i>What does it mean for you?</i>	<i>What does motivate you? List at least three reasons.</i>	
<i>Suggested answer: “Entrepreneurship can be defined as the activity of setting up a business, taking up financial risks in order to make profit”</i>	<i>Suggested answer: “A person who organizes and operates a business, taking financial risks in order to do so”.</i>	<i>Suggested answer: 1. Personal success and social prestige 2. Making profit and become rich 3. Contributing to society and helping people in need</i>	
Skills/resources needed	Degree of possession		Way of obtaining/improving skills/resources (According to your opinion)
	Not at all	Mediocre	
<i>Creativity</i>			<i>Lots of reading of books relative to business and develop the ability to think out of the box</i>
<i>Financial and economic literacy</i>			<i>Taking courses on business finance, studying, or receiving advice from financial</i>
<i>Ability to mobilize others</i>			<i>Show that you are all in this together, and you pursue a shared goal</i>

				<p><i>Engage people by giving them a sense of understanding and of being heard.</i></p> <p><i>Appreciate everyone's commitment</i></p>
<p><i>Coping with uncertainty, ambiguity, and risk</i></p>				<p><i>Do a good research of the business environment and make a plan that will guide you in the next steps. Have ready alternative plans to face possible problems and misfortunes.</i></p>
<p><i>Trained and specialized human capital</i></p>				<p><i>Find partners and employees with the right academic skills and personal traits</i></p>
<p><i>Financial resources</i></p>				<p><i>The financial capital can be obtained either from your personal fortune, from getting a business loan, or by searching and finding the available funding programs addressed to enterprises</i></p>

b. After they fill out the questionnaire, discuss with the participants their answers (10 minutes)

Activity 2 (20 minutes)

a. Discuss with participants what will they do in the following scenarios and ask them to answer having in mind the EntreComp competences. Choose to discuss 3 or 4 scenarios.

“What will you do in the following scenarios? Try to justify your action on the following seven scenarios based on the EntreComp competences”

Situation 1: You are preparing to open your business, and you have to decide between using renewable energy or fossil fuels as a source of electricity and heating. What will you do?

a) Choose renewable energy, but you will need to find additional financing in order to afford the high cost of the establishment of solar panels.

b) Choose oil or natural gas, but you will have to pay higher electricity and heating bills each month.

Suggested answer: “The answer is a) choose renewable energy, based on the competence of sustainable thinking. Renewable energy is the choice to go. Not only it is environmentally sustainable, but it is also socially and financially sustainable. Renewable energy may have a higher cost of establishing the necessary equipment and infrastructure, but it is cheaper in the long term and it minimizes the dependence from energy supply and the risk of being left out without energy, given the current energy crisis”.

Situation 2: You are preparing to open your business, and you are trying to find the ideal location. You have narrowed your options to two locations. What will you do?

a) Choose location A, where there are already some businesses offering the same goods/service, but the rent is much lower.

b) Choose location B, where there is no competition, but the rent is too high for your budget, meaning that you will have to find additional financing?

Suggested answer: “The rational choice is B, since lack of competition means a guaranteed success for your business, which will dominate the market. However, you will need to find more financing, but without competition you will have the revenue needed to pay back the money you borrowed. Choosing the location B is connected to the competence to spot and opportunity and copy with risk.”

Situation 3: The number of negative reviews about your business has started increasing online. Customers are complaining about the quality of the service being low and the personnel being inefficiently trained and unaware of the market developments. What do you do?

- a) Replace your personnel with young people that have all the necessary university diplomas and technology skills.
- b) Organise educational and training programs to help your personnel renew their knowledge and skills, but that will need time and resources.
- c) Is there another choice you can think of?

Suggested answer: “The obvious answer is b), based on the competence of ethical and sustainable thinking. However, the best response could be combining a and b. In other words, keep your old personnel and train it and at the same time hire new and young employees to boost your company and help it follow the new trends. Replacing your personnel that works in your business for a long time is not only opposite to work ethics, but it is also risky, since new employees do not have the experience needed and customers may not feel comfortable with them”.

Situation 4: A customer calls you and tells you that he/she has a serious problem. While he/she describes the problem, you understand that it is not so serious after all and can be easily solved. What do you do?

- a) You charge a high price because the customer needs you and thinks his/her problem is serious and difficult to solve.
- b) You tell him/her the truth about the gravity of the problem and charge them the corresponding price.

Suggested answer: “The answer is b, based on the competence of ethical thinking”

Situation 5: You have an interview with an employee who is just perfect for the job. However, you don't like something about him: it could be his religion/culture/race/politics/hair and dressing style/sex/sexual orientation/physical appearance. What will you do?

- a) Hire him/her
- b) Do not hire him/her

Suggested answer: “The answer is a) based on the competence of ethical thinking and of spotting opportunities. Losing a potential good employ will be bad for your business, while having a prejudiced hiring policy could harm your business image”.

Situation 6: You have launched a new product, but it didn't have the expected success among the public. In your opinion, the product is really good and satisfies a new need of people. What do you do?

- a) You stop the production and selling of the product as soon as possible to limit the economic damage
- b) You try to find the reason of the failure: you change the marketing campaign and dedicate more resources to advertising.

Suggested answer: “Since you believe in the potential of the product, the choice to go is b), based on the competence of motivation and perseverance, the competence of spotting opportunities and the competence of copying with risk. However, you will need to improve the competence of creativity and the competence of planning and management, since you will need a better marketing plan to promote your product and persuade consumers.”

Situation 7: You have assigned a project to one of the teams working in your business. The ideas brought to you are not good enough. The team has worked hard and believes that it has done good work, and therefore, it is disappointed that their proposals have been rejected. What do you do?

- a) You do not do anything, and you assign the project to another team
- b) You try to find ways to inspire and motivate the team members to find better ideas.

Suggested answer: *“The answer is b), based on the competence of mobilising others, the competence of motivation and perseverance, the competence of working with others and the competence of learning through experience. Assigning the project to another team would wreck the confidence of the first team, which may lose any trust and faith it has to you and doubt your managerial and leading skills. Plus, it would undermine the friendly spirit and spirit of cooperation in the office since employees would start seeing each other as competitors and not as colleagues.”*

Activity 3 (20 minutes)

- a. Make an introduction regarding how crisis situations and social/environmental problems can be a source of opportunities and business for businesses (5 minutes).

“When a new problem or a crisis appears, new opportunities also emerge for businesses. Covid19 crisis is a good example of an extraordinary situation that seriously affected the business environment and created new conditions under which businesses have to work and new needs which businesses have to satisfy.”

- b. Talk about environmental problems and the opportunities that arise due to them (15 minutes).

“Similarly, the environmental crisis can also be seen as a source of new needs and new opportunities to be exploited by businesses
.”

- Can you think about opportunities the environmental crisis has created for businesses?

Suggested answer: “For example, the demand for a better recycling system, making recycling easy to do for citizens. Another example is the need to replace plastic bags and other discardable products with products that can be reused multiple times. Another example is the increased demand for using renewable energy sources for electricity and heating by households and businesses, meaning that the cost of establishing a solar panel or heater must become more affordable”.

- These new opportunities with what new needs are they connected?

Suggested answer: *“These needs have arisen, mainly, due to environmental problems and their impact to people’s life become more and more evident. Citizens need solutions that are environmentally sustainable, healthy and affordable.”*

- Is there any opportunity that you think has not yet been detected and exploited enough by current businesses, and with which new need is it connected?

Suggested answer: *“Many consumers are not satisfied with the paper straw. What other alternative could you think? Why don’t cafes and restaurants use reusable metallic straws?”*

- If yes, what is your idea for exploiting this opportunity and covering the new need that has arisen?



3. Ice breaking Activities

Activity: Colour combinations

Materials

- Small pieces of paper in different colours, e.g., post-its
- Pen and/or pencils

Duration

- 15 minutes

Steps

1. Hand out to participants a small piece of paper in different colours and ask them to write down their name, their hobby and something that represents them, such as their profession, the kind of music they hear or a place that they hang out (5 minutes).
2. When all participants are ready, ask each participant to find other participants holding a paper of the same colour and introduce one to the other. Give them some time to discuss (5 minutes).
3. Now ask each participant to find one other participant holding a paper of a different colour and introduce one to the other. Give them some time to discuss (5 minutes).

Note: The time needed for the participants to discuss can be modified according to the size of your groups.

Activity: Core values

Materials

- Paper sheets
- Pens and/or pencils
- A whiteboard/or a paperboard
- A board marker

Duration

- 20 minutes

Steps

1. Hand out to participants paper sheets and ask them to write down three values that are most important in their life, such equality, justice, family, or friendship (5 minutes).
2. Ask each participant to tell his/her name and read out loud the values that he/she wrote.
3. While participants read what they wrote, write down on a whiteboard all the values mentioned and how many times each value was mentioned by all participants in total (10 minutes).
3. After all participants have read their answers, write down on the whiteboard the final ranking of the values mentioned. The values mentioned the most times are the values that are the most important for the team and they are an indicator of how the team thinks and makes decisions (5 minutes).

Note: The time needed for the participants to read the values they wrote can be modified according to the size of your groups.

Annexes

Annex 1: Pre- and Post-training Knowledge Survey

Please circle the number (from 1 - 5) that best fits your current status for each question.

Question	Competences	Disagree	Slightly disagree	Not sure /Neutral	Slightly agree	Agree
1	I am able to define sustainable development and give examples	1	2	3	4	5
2	I am able to adopt sustainable practices in my business	1	2	3	4	5
3	I am able to to adopt socially beneficial practices in my business	1	2	3	4	5
4	I am able to produce goods and services in a sustainable way	1	2	3	4	5
5	I am able to define social entrepreneurship and give examples	1	2	3	4	5
6	I am able to find a support mechanism to help me with my enterprise	1	2	3	4	5

7	I am able to develop on my own the entrepreneurship competences I lack of	1	2	3	4	5
8	I am willing to to adopt sustainable practices in my business	1	2	3	4	5
9	I am willing to produce goods and services in a sustainable way	1	2	3	4	5
10	I am willing to work hard to develop my entrepreneurship competences	1	2	3	4	5

Annex 2: SDGs related to economy



Recycle

Annex 3: A social business idea

Question	Answer		
<i>Personality/Entrepreneurship Traits</i>	Yes	No	<i>I'm not sure</i>
Do you want to get rich quick by any means?			
Are you passionate and driven?			
Are you cynical and pragmatist			
Have you had personal experience of a particular social challenge?			
Do you have relevant competences or working in a particular sector that can help getting the social business off the ground?			
Do you know what kind of data do you need to make informed decisions in regards to the legal, operational and contextual environment of your social business?			
Are you prepared to adapt and have you given thought as to which point it wouldn't be worth it from either a financial or social standpoint to continue?			

Annex 4: Introduction to the Entrepreneurship Competence Framework

<p>Definition of entrepreneurship</p> <p>(Give more than one definition)</p>	<p>Definition of entrepreneur</p> <p>(Give more than one definition)</p>	<p>Reasons/ Motivations</p> <p>(According to your personal experience and environment)</p>
<p><i>What does it mean for you?</i></p>	<p><i>What does it mean for you?</i></p>	<p><i>What does motivate you? List at least three reasons.</i></p>
<p>Degree of possession</p>		

Skills/resources needed	Not at all	Mediocre	Satisfying	Way of obtaining/improving skills/resources (According to your opinion)
<i>Creativity</i>				<i>Lots of reading of books relative to business and develop the ability to think out of the box</i>
<i>Financial and economic literacy</i>				<i>Taking courses on business finance, studying, or receiving advice from financial</i>
<i>Ability to mobilize others</i>				<i>Show that you are all in this together, and you pursue a shared goal Engage people by giving them a sense of understanding and of being heard. Appreciate everyone's commitment</i>
<i>Coping with uncertainty, ambiguity, and risk</i>				<i>Do a good research of the business environment and make a plan that will guide you in the next steps. Have ready alternative plans to face possible problems and misfortunes.</i>
<i>Trained and specialized human capital</i>				<i>Find partners and employees with the right academic skills and personal traits</i>
<i>Financial resources</i>				<i>The financial capital can be obtained either from your personal fortune, from getting a business loan, or by searching and finding the available funding programs addressed to enterprises</i>

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Train the Trainer

